

Student's Manual

OF

United States History

An Aid to the Library Method of Instruction

BY J. J. DOFFLEMYER, M. S.,

SUPERINTENDENT OF SCHOOLS, MARION, IOWA

REPUBLICAN PRINTING COMPANY
CEDAR RAPIDS, IOWA
1900

COPYRIGHT, 1900
BY J. J. DOFFLEMYER
ALL RIGHTS RESERVED





Class E 78

Book .D 65

Copyright N^o

COPYRIGHT DEPOSIT.

3225 30

Student's Manual

OF

United States History


An Aid to the Library Method of Instruction

BY J. J. DOFFLEMYER, M. S.,

SUPERINTENDENT OF SCHOOLS, MARION, IOWA

REPUBLICAN PRINTING COMPANY
CEDAR RAPIDS, IOWA
1900

A. S. C.
4



21109

Library of Congress
Two COPIES RECEIVED
JUL 17 1900
Copyright entry
May 22-19
No. *Q.12921*
SECOND COPY.
Delivered to
ORD. DIVISION.
JUL 21 1900

66159

COPYRIGHT, 1900
BY J. J. DOFFLEMYER
ALL RIGHTS RESERVED



E 78
2
715

PREFACE.

This Manual was prepared as an aid to the author's work in the Linn and Hamilton County (Iowa) Institutes. The outlines and references given have been profitably used by pupils in the Marion High School and are suggested for use in any secondary school, or by any student of history above the eighth grade in our public school system.

The references contemplate two libraries: one, composed of the school histories of Montgomery, McMaster, and Channing, for simpler discussion of the topics considered; the other, including, in general, the special works of John Fiske and the exhaustive histories of George Bancroft, James Schouler and John Bach McMaster. The student will find the Epochs of History, edited by Albert Bushnell Hart, neither as simple as the school histories nor as comprehensive as the other library.

Since not every one will be privileged, daily, to refer to all the authorities it is expected that each student will use the recitation hour to secure such notes as he may require to complete his discussion of the topics; but the blank pages for notes, herein given, should be used during his study-period. What is written thereon must represent the best that he can carefully do, making the Manual as much an aid to English as to History.

The maps are to be completed as the outlined topics suggest, thus co-ordinating Geography and History.

The author contemplates the publication of a complete Manual, which will include all of the major topics of United States History. It is his hope that teachers of the subject will give this Manual careful consideration and helpful criticism. He is reminded that one of old said: "Oh that mine adversary had written a book," and he intends this manual only for the eye of the friends of better work in United States History and English.

To all such, and in this spirit, this aid is offered by

The Author.

Marion, Iowa, July 4, 1900.



I. ENGLAND AND HER COLONIES.

1. POLITICAL FREEDOM IN ENGLISH COLONIES.

References: Montgomery 145-6. McMaster 105-6. Epochs I., 55-6. Bancroft II., 327.

Make a list of the colonies, in the order of their settlement; state the form of government in each, in 1763; explain each form, distinguishing that which gave the greatest degree of freedom to the colonist; and compare the English idea of a colony in early times with that of the present.

2. RELATIONS OF THE COLONIES TO THE MOTHER-COUNTRY, IN 1763.

References: Montgomery 146-8. McMaster 106-7. Channing 153-6. Epochs I., 109. Epochs II., 16; 28. Bancroft II., 328. Bancroft III., Chapter XXXI. Fiske's Revolution I., 1-6.

Compare native Englishmen and colonists in the matter of freedom. Of what importance were the Lords of Trade in colonial government.

3. COLONIAL LEGISLATURES.

References: Montgomery 146-8. McMaster 106. Channing 130-31; 143-5. Epochs I., 108-9; 109-10; 192-3; 230. Bancroft II., 557; Fiske's Critical Period, 65-70.

Show that a legislature of two houses was an Anglo-Saxon idea; state the relations of the two houses, each to the other; and give reasons for a colonial lower house (assembly); give the relation of church and state in the several colonies, naming the church in each case; compare fully the Virginia Assembly and the Massachusetts House of Representatives.

4. THEORIES OF REPRESENTATION.

References: Montgomery 71; 163-5. McMaster, 115. Channing 154; 176; 162-166. Epoch II., 54; 62; 65. Bancroft III., 97-101; 115-119. Fiske's Revolution I., 32-38.

State the English and the colonial theories of representation and compare each to our present system; explain "taxation without representation" and tell when, where, and under what circumstances that principle was first urged in an American colony.

5. REGULATION OF COMMERCE.

References: Montgomery 27-8; 85; 164-5. McMaster 108. Channing 95; 104-5. Epochs I., 104-6 Bancroft I., 145-6 352-5. Bancroft II., 531; 547. Bancroft III., 35; 61-2. Fiske's Revolution I., 1-2. Fiske's Virginia II., 46; 51; 106-8; 176; 218; 280; 289; 362. Fiske's New England 254; 256.

Cromwell's Parliament and Navigation Acts, with their object; the acts of 1660, 1663, and 1673, with their results to Americans; revival of these acts and results; tell why the enforcement of these acts was suspended and revived; were the Writs of Assistance search-warrants, and if so, in what sense?

6. THE ACCESSION AND POLICY OF GEORGE III.

References: Montgomery 163. Channing 153-4. Epochs II., 34-5; 43. Bancroft II., 373-4; 456-8; 535-45. Bancroft III., 51-3; 167; 258-60; 366-7; 382-3. Bancroft V., 570; 576. Fiske's Revolution I., 38-45.

The education and character of the King; his prejudices against the Whig party and its policy with his mother's responsibility for the same; was the struggle ending in 1783 in any sense an English rather than an American revolution? Explain fully.

7. JAMES OTIS AND PATRICK HENRY.

References: Montgomery 165-9. McMaster 114; 149. Channing 158-60; 166-7. Epochs I., 21; 41; 47; 51-2; 61; 129; 132. Bancroft II., 532; 547-9; 560-1. Bancroft III., 66-7; 110-12; 307-8; 360; 407; 422. Bancroft V., 376-8; 426. Fiske's Revolution I., 11-17; 18-20; 65; 143. Lord's Beacon Lights VII., Preliminary Chapter.

Write an essay on the following, arranging the matter in paragraphs:

Home of Otis and of Henry, and who and of what importance each was. Otis' great speech and its relation to the Revolution. What startling statements did he make? State the "Parson's Cause" and give the substance of Henry's argument with its effect on the "Cause" and on the Revolution. Distinguish between a revolution and a rebellion; between the American Revolution and the Revolutionary War, explaining clearly which began first and which ended first. Give the later history of Otis and Henry, associating one with Bunker Hill and the other with the Constitution.

NOTES



Boston and Vicinity.

II. THE AMERICAN REVOLUTION.

References: Montgomery 163-172. McMaster 112-17; 121-23. Channing 161-9; 171-6. Epochs II., 48-56. Bancroft III., 3-18; 97-101; 115; 119; 208; 165-174. Lord's Beacon Lights VII., Preliminary Chapter. Fiske's Revolution I., 17-27; 29-32; 47-52; 62.

UNORGANIZED REVOLUTION.

1. Make a list of the remote and immediate causes of the Revolution.
2. Which more powerfully influenced the Revolution, taxation or representation? Explain your answer.
3. Clearly define direct and indirect taxation citing examples of either if levied by Parliament on the colonies.
4. Give the provisions and history of the Stamp Act, state whether it was a direct or an indirect tax. Which kind of taxation did the colonists sanction and why?
5. Give the substance of the Declaratory act and state its purpose. Did the colonists object to it? Why?
6. Give the provisions of the Townshend Law, with a brief history of its author. Why was it so strenuously opposed by Americans?
7. Discuss each of the following:

Massachusetts Circular Letter, Dickinson's Farmer's Letters, the seizure of the Sloop Liberty, the Virginia Resolves, and the Non-Importation Agreement.

8. SAMUEL ADAMS AND ORGANIZED REVOLUTION.

References: Montgomery 169; 173; 175. McMaster 149. Channing 175; 177; 179. Epochs II., 57; 61; 131. Bancroft II., 252-3. Bancroft III., 76-7; 78-9; 147; 157-8; 288; 306-7; 330; 332; 360-1; 368-9; 376-7; 406-7; 418-20; 422-3. Bancroft VI., 130; 375; 397-8; 402-4. Fiske's Revolution I., 16; 22; 48; 54-6; 60; 77-9; 104-5; 119; 137. Lord's Beacon Lights VII., Preliminary Chapter.

From above references, write an essay on Samuel Adams, giving his biography; discussing his patriotic services, including the formation, object, and effectiveness of the committees of correspondence; and tell his opinion of and attitude to the Constitution of the United States. In the proper place, relate an incident showing his honesty.

9. SOME EARLY CONGRESSES.

References: Montgomery 52; 138. McMaster 85-6. Channing 138-9. Epochs I., 80; 206; 270-271. Bancroft II., 385; 386-7. Fiske's Revolution I., 5, 7-10.

1. The Albany convention of 1754. Was there an earlier conference here? Give purpose of the convention of 1754; state by what authority it was called; name the colonies represented; discuss the "Plan of Union"; tell what Franklin wrote and did; and give the results in the convention and elsewhere.

References: Montgomery 166-7. McMaster 112-17. Channing 162; 166-9. Epochs I., 48-53. Bancroft III., 113; 146-7; 149-56; 162-3; 186. Fiske's Revolution I., 16-28.

2. The Stamp Act, or American Congress: tell when and where; give reasons for convention; action of Virginia and Massachusetts assemblies; colonies represented and personnel of members; discuss the "Declaration of Rights"; and give results.

References: Montgomery 171-3. McMaster 121-2. Channing 184-6. Epochs I., 61-3. Bancroft IV., 23-24; 31-33; 36; 61-8; 71-76; 81-2; 96; 103. Fiske's Revolution I., 104-5.

3. First Continental Congress: Where? When? Why so-called? State its object and tell what it did. Give the substance of the "Declaration of Rights". Give results.

References: Montgomery 175. McMaster 128-9; Channing 200-201; 203; 212. Epochs I., 73; 81; 89. Bancroft IV., 190-3; 200-205; 211; 212; 232-8; 246; 261-4; 274; 331; 423-5; 441-6. Bancroft V., 199-208; 218; 268-9; 283; 290; 439-40; 472-4; 526-7. Fiske's Revolution I., 133; 164; 175; 181; 240.

4. Second Continental Congress: When? Where? How long? What powers exercised by it were denied to Parliament and why? Why was Washington chosen commander-in-chief? Give a list of the important acts of this congress.

References: Montgomery 170-1. McMaster 120. Channing 183-4. Epochs II., 59-60. Bancroft III., 466-482. Fiske's Revolution I., 93-7.

10. The "Four Intolerable Acts:" give the object and effect of each. Which was worst? Why? Was there a fifth "intolerable" act? Explain your answer.

References: Montgomery 168-9. McMaster 118-19. Channing 177-9. Epochs II., 56-7. Bancroft III., 296-8; 301-9; 312-14; 361; 369-71; 372-8; 447-8. Fiske's Revolution I., 66-72.

11. The Boston Massacre: the Quartering Act and the action of the citizens as to quarters; relations between citizens and soldiers; assault on Otis and what it meant; the quarrel of March

2, 1770, and its continuance; the tradesman's boy and the soldiers; Crispus Attucks and the mob; the "Massacre" and who was to blame; the town-meetings and removal of the "Sam Adams regiments"; trial of the soldiers; effect on the Revolution.

References: Montgomery 169-70. McMaster 119-20. Channing 181-3. Epochs II., 58-9. Bancroft III., 447-8; 450-3; 455-6; 471-5. Fiske's Revolution I., 81-95.

12 The "Boston Tea Party:" Why tea was taxed; King George's cheap tea and its reception in New York, Philadelphia, and Charleston; Boston town-meetings and the tea-tax; action of committees of correspondence; resistance advised; the Old South meetings and the "tea party"; comments of John Adams and the English Historians, Lecky and Green; effect on the Revolution; the Boston Port Bill and results following its enactment.

References: Those given under 11 and 12 or Fiske's Revolution I., 46-72.

13. Write an essay of 500 words on Boston in the early history of the Revolution.

NOTES



III. THE REVOLUTIONARY WAR.

References: Montgomery 175-81. Channing 192-4. Epochs II., 70-73.

1. Comparison of the combatants: as to material and moral resources, which was better prepared and why? Which must be the offensive and which the defensive party? Of what importance were the cities of America in the war? Show, from the physical features of the country, why it was easy or difficult of defense. Compare with the English-Boer War of 1899-1900.

References: Montgomery 173-4. McMaster 126-8. Channing 187-8. Epochs II., 63-4. Bancroft IV., 154-7. Fiske's Revolution I., 122-5; 127.

2. Lexington and Concord: When? Where? Gage's expedition and its chief object. Paul Revere's ride, was he the only messenger that night? An aroused country and the military disposition of the English column. "Rebels" at Lexington, why? "The shot heard round the world." Give author and rest of stanza. Failure at Concord. Retreat and rescue by Lord Percy. Why did he come so opportunely? Retreat to Charlestown. Results of expedition.

References: Montgomery 173-5. McMaster 129-31. Channing 188; 194; 195-7. Epochs II., 75. Bancroft IV., 214-230. Fiske's Revolution I., 126-7; 133-36; 136-146.

3. The Campaign for Boston: When the city was invested and the position of the American army. The two armies compared. Battle of Bunker Hill. How and when brought about; the combat for the hill; reasons for great loss of life; name the victorious party and give reasons for your answer. The results. What Washington did to capture the city. How the result affected the American cause.

Geography. Locate on map, page 14; Lexington, Concord, Boston, Bunker Hill, Breed's Hill, Dorchester Heights, Charlestown, Cambridge, Charles river, and other places mentioned.

References: Montgomery 173-5. McMaster 128. Channing 197. Epochs II., 84. Bancroft IV., 182-3; 194. Fiske's Revolution I., 129-31.

4. Capture of Ticonderoga and Crown Point: Where are they? Their importance in former wars. Give the object of the expeditions; name the leaders and give the rank and authority of each. State the results of each expedition. How did they affect the capture of Boston?

References: Montgomery 186-8. McMaster 135. Channing 206. Epochs II., 84-5. Bancroft V., 26; 36-48; 69-70. Fiske's Revolution I., 201-4.

5. How the British captured New York City: Where the English army came from and where it landed. Compare it with the American army. Howe's maxim and his object. Washington's plans to defeat him. Battle of Long Island; where and when? Give numbers and results. How Washington made use of a fog. The effects of a good dinner when served by a loyal woman. Where Washington retreated and why? British headquarters in New York City during the rest of the war. Other results.

References: Montgomery 188-90; 191-2. McMaster 135-7. Channing 207. Epochs II., 85-6. Bancroft V., 70-87; 90-108; 177-179. Fiske's Revolution I., 224-48; 300-310; 324.

6. Two campaigns for Philadelphia: Retreat and disaster as far as the Delaware river; how the river delayed one general and aided another. Trenton, Princeton, and the campaign in New Jersey. Washington's generalship and Howe's plans; by sea to Philadelphia; how Brandywine was won; compare with Long Island; would such a campaign be advisable with combatants equal in numbers? Was there a sense in which Howe was captured by Philadelphia? Explain.

Geography. Locate on map, page 30, Halifax, Brooklyn, Manhattan Island, Long Island, New York City, White Plains, Fort Lee, Delaware river, Trenton, Princeton, Philadelphia, Brandywine Creek, and Valley Forge.

References: Montgomery 184-5; 185-6; 209. McMaster 131-5. Channing 198-206. Epochs II., 77-80; 93-95. Bancroft IV., Chapters XX and XXI. Fiske's Revolution I., 158-63; 172-175; 180-197. Fiske's Critical Period 93-101; 151-55.

7. The Evolution of Independence: Write an essay including the following points;

1). Change in the object of the war; Paine's "Common Sense" and "Crisis" and how they affected affairs; results of hiring Hessians.

2). The Declaration of Independence,—when, where, and by whom it was made; Lee's Resolutions of the 7th of June; the personnel of the committee and what each did; referred to the states; the debate in Congress and adoption of the Declaration, July 4; why it was referred back to the committee; signatures of

members and date of signing; importance and meaning of the Declaration; did it call into being a Union, confederacy, or thirteen independent commonwealths? Memorize the first fifteen lines. Read carefully the last paragraph and reproduce the same in your essay.

3.) The Articles of Confederation,—associate with the Declaration, in Lee's Resolutions; the committee and date of appointment; Franklin's draft and what it meant; Dickinson's draft; report, July, 1776; when and how adopted; ratification; why so long delayed? What form of government existed under the Articles of Confederation? Explain fully.

Supplemental Questions: Where was the home of the Hessians? How numerous were they? What kind of soldiers were they? Why were they fighting in America? Were other foreign troops sought for the American war? Answer fully.

References: Montgomery 191-94. McMaster 139-141. Channing 207-9. Epochs II., 34-5. Bancroft V., Chapters XII., and XIII. Fiske's Revolution I., 113; 260; 262; 273-4; 325-9; 330-333; 335-8; 341-43.

8. How the Americans won a decisive battle in the world's history,—British plan and its weakness; the American army and its two commanders; Burgoyne's army and his Indian policy; disaster to the British left wing at Bennington; the right wing defeated at Oriskany and Stanwix; the first battle of Bemis Heights (Saratoga) and the results of the same; the second battle of Bemis Heights (Saratoga) and the capture of the British army; give your reasons for Burgoyne's defeat; tell, in the proper place, of Arnold's part in this campaign; what was decided at Saratoga? Answer in full, giving results at home and abroad.

References: Montgomery 194-6. McMaster 141-2. Channing 208-12. Epochs II., 86-7. Bancroft V., 126-7; 178; 192-5; 250-61; 275-8; 211-17. Fiske's Revolution II., 9-11; 28-43; 50-71.

9. Philadelphia retaken by the Americans: Partial success at Germantown; the French alliance and treaty of 1778; work of Franklin and our obligations under the treaty; Monmouth after Valley Forge,—tell where each is and what happened there; discuss Washington's conduct at each place; brief history of Lee as a general; Conway Cabal and Gates part in it; Washington's behavior toward the conspirators. Philadelphia again the capital.

Geography: Locate on map, page 30, New York City, Hudson river, Lake Champlain, Ticonderoga, Crown Point, Bennington, Saratoga, Oriskany, Stanwix, Monmouth and Germantown.

References: Montgomery 177; 198. McMaster 146-49. Channing 219-20. Epochs II., 88. Bancroft IV., 263-4. Bancroft V., 50-51; 350-51. Fiske's Revolution II., Chapter 12.

10. The First American Navy: What congress failed to do; ships planned and built; the whole number in service and their armament; the work of American and English cruisers; Paul Jones' early life and training; cruise in the Irish channel; expedition of 1779,—ships, armament and French "allies"; cruise on British coast; British fleet in the fight off Flamborough Head; how the victory was won; Jones' later history. Who wrote "The Pilot" and who is hero of that tale? Read "Richard Carvel" for a near acquaintance with Paul Jones. Locate all points mentioned in topic.

References: Montgomery 183; 194; 200-201. McMaster 131; 141; 144; 146. Channing 197; 208; 214-16. Epochs II., 88. Bancroft IV., 170-73; 182; 194; 298; 301-7. Bancroft V., 148-152; 427-38; 505-7. Fiske's Revolution II., Chapter 14.

11. Benedict Arnold, Patriot and Traitor: Early history reviewed; financial grievance at Philadelphia and revengeful motives; negotiations for surrender of West Point; geographical importance of that post; give joint history of Arnold and Andre and compare them as to character; capture and execution of Andre and the escape and reward of Arnold; the traitor's warfare on his countrymen and their attempts to capture him; his miserable old age and death; his wife and children.

Geography. On map, page 30, locate West Point, Tarrytown, Saratoga, and New London. What state did Arnold ravage in 1781?

References: Montgomery 179-81. McMaster 199-200. Channing 223-4. Epochs II., 89-92; 118-119. Bancroft V., 290-94; 439-42; 556-61. Fiske's Revolution I., 244. Fiske's Revolution II., 197-99.

12. The Finances of the Revolution: How the colonists obtained money; continental currency and the cause of its failure; foreign loans; Robert Morris and his sacrifices; his later history; was his country ungrateful to him? Answer fully.

References: Montgomery 182; 193; 198. McMaster 140; 147. Bancroft IV., 322. Bancroft V., 154. Fiske's Revolution I., 172; 291. Fiske's Critical Period, 15 (Foot-note). Preble's "Our Flag".

13. The Flag: The Rattlesnake Flag, the Pine Tree Flag, the Liberty Flag of South Carolina, the Bunker Hill Flag, each described and its history given; the first colonial flag and the flag of the East India Company compared. The Stars and Stripes and their adoption by Congress; when first used on land and on sea; give incidents in full. Associate Mrs. Betsy Ross with the first flag; give the arrangement of the Stars and Stripes on the same. Later flags, including that of 1818. Describe the present flag and tell how it may possibly change in the future. Compare our flag, in beauty of design, with other flags; what does it mean to us. Give from memory quotations from two poems on the flag. What other name has the poem "Red, White, and Blue"; who was its author? What poems to the flag do we sing?

References: Montgomery 184; 199-201; 201-207. McMaster 143-4; 144-6. Channing 216-19. Epochs II., 88-89. Fiske's Revolution I., 199. Fiske's Revolution II., Chapters 13 and 15. Bancroft IV., 397-409. Bancroft V., 375-9; 380-404; 476-524.

14. The Southern Campaigns: The naval attempt in 1776 and its failure; who were Moultrie and Jasper and what did each do? Why the British attacked the South in 1778; their plan contrasted with that followed in the North; show clearly the character of the conflict. Camden (1780) and Gates' "Southern Willows"; King's Mountain and its significance; Marion, Sumter, Pickens, Lee and guerilla warfare; Greene's campaign, 1781,—its difficulties and his memorable retreat; the battle of Eutaw Springs. Clinton a victim of Washington's strategy; Cornwallis and Lafayette as opponents; an army entrapped; the surrender and its results in full, at home and abroad.

References: Montgomery 208. McMaster 149-52. Channing 228-31. Epochs II., 95-8. Bancroft V., Chapters VI., and VII., 545-580. Fiske's Critical Period 7-12; 13-17; 18-34; 35-49.

15. The Treaty of Paris: All the parties and their various interests; differences which delayed matters; the work of each American commissioner; the terms of the treaty and our treatment of France; give the important results of the war.

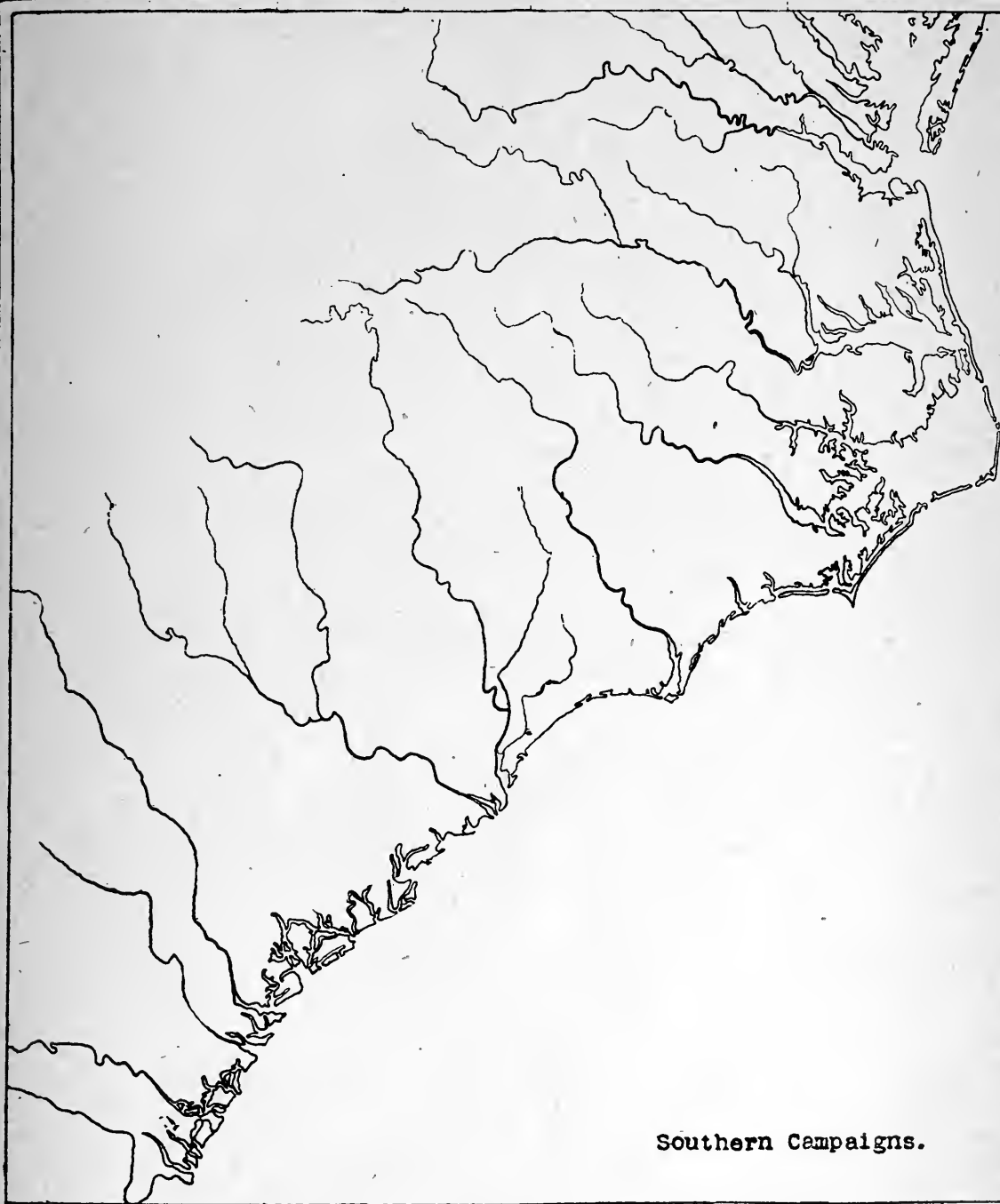
Geography: On the map, page 37, locate Charleston, Savannah, Chesapeake bay, James river, Camden, King's Mountain,

Guilford Court House, Cowpens, Dan river, Catawba river, Hobkirk's Hill, Eutaw Springs, Yorktown, Yadkin river.

16. Fill the blanks and memorize this list of dates and associated facts. Be certain that you understand each incident listed:

Dates. Incidents.

	Writs of Assistance.
1763	Henry pleads "_____ Cause." The Stamp Act and Henry Resolves. The Declaratory Act.
1767	The _____ Acts. The Massachusetts Circular Letter.
1769	_____ Resolves. Boston Massacre.
1773	Boston _____ First Continental Congress. Intolerable Acts. Lexington and Concord.
1775	_____ Congress. Declaration of Independence.
1777	_____ Surrender and Articles of Confederation. Paul Jones' victory in English Channel.
1780	_____ Treason. Yorktown. Ratification of Articles of Confederation. Preliminary and definitive treaties.



NOTES

IV. THE ORDINANCE OF 1787.

References: Montgomery 209-10. McMaster 159-62. Channing 246-9. Epochs II., 108-9. Schouler I., 111-12 and foot-note. Fiske's Critical Period 199; 203-6. Bancroft V., 14; 283-4; 441-2. Bancroft VI., 14; 81; 103-4; 116-17; 280-81; 324.

1. By whom passed? Why was it enacted? Where was the North-west territory? What was its area? Associate the ordinance and the territory.

2. The committee that framed the ordinance and its organization; the provisions as to inheritance, suffrage, religious freedom, and public schools mastered and reproduced.

3. What was said about perpetual union? Quote the words relating to slavery. What was to be done with the ceded lands? Name the states admitted from this territory.

4. Compare this ordinance with that of 1784. What had Jefferson to do with either? If the territory south of the Ohio had been similarly organized, would there have been a sectional war about slavery? Answer fully, giving reasons.

Geography: On the map, 30, locate the North-west Territory, and the South-west Territory. Find these on the wall-map and tell why on an uncolored map, the North-west Territory is so much darker than any of the original states and most of the South-west Territory. Thoroughly inform yourself on the system of land surveys inaugurated in 1784 and 1787. (See Fiske's Civil Government).

NOTES

V. THE CONSTITUTION.

References: Montgomery 75; 95; 97. McMaster 106-7. Channing 93-4; 110.

1. From above references, and others which the student will please find and report, prepare a paper on Early Confederations in Connecticut, Rhode Island, and New England, and show the great importance of the last mentioned.

References: Montgomery 209-12. McMaster 155-9; 163-4. Channing 236-46; 249-55. Epochs II., 93-5; 103-19. Schouler I., 1-17. Fiske's Critical Period 90-107. Bancroft V., 200; 209. Bancroft VI., 25-35. Curtis' Constitutional History I., 86-97. See also pages 32 and 33 of this Manual.

2. From above references prepare a paper on Union during and immediately subsequent to the Revolution, discussing the early congresses, the Declaration of Independence and Articles of Confederation. Make a list of the defects in the Articles of Confederation and tell why this, our first constitution, failed to provide us with an adequate scheme of government. Were the states supreme, prior to the adoption of the constitution? Explain your answer.

3. THE "CRITICAL PERIOD," 1783-89.

References: Montgomery 214-15. Channing 255-6. Epochs II., 121. McMaster's History of the People of the United States I., 277-9. Bancroft VI., 182-3.

1.) The Alexandria Convention; date, occasion, membership, primary object, recommendations, and results.

References: McMaster 165. Channing 257. Epochs II., 121. Schouler I., 33-5. Fiske's Critical Period 216-18. McMaster's History of the People of the United States I., 279-81. Bancroft VI., 185; 195-6.

2.) The Trade Convention at Annapolis; occasion, date, states represented; resolutions passed and consequent action of Virginia and New Jersey; position and action of Congress on recommendations of convention; the states that chose delegates to the Federal convention, the one that refused and why?

References: Montgomery 211-13. McMaster 163-4. Channing 253-4. Epochs II., 89-90; 100-104; 109-111; 118-119. Schouler I., 34-9; Fiske's Critical Period 168-182; 218. McMaster's History of People I., 281-295; 306-330; 331-340. Bancroft VI., 24-30; 59-86; 192. Curtis' Constitutional History I., Chapters VII., X.

3. Finances of the Confederation: How Congress and the states together raised revenue; efforts to pay the soldiers and the

results; the proposed 5 per cent duty of 1782 and why it failed; second failure in 1786 and the causes; scarcity of specie; the "Franklin Pennies"; abundant soft money and results; heavy taxes and meagre incomes; mob violence; Shays' Rebellion described,—causes and results stated clearly. How did this "rebellion" affect Washington.

Geography: On Map, page 30, locate Alexandria and Annapolis.

References: Montgomery 215-18. McMaster 165-9. Channing 257-75. Epochs II., 121-35. Schouler I., 39-53; 63-79; 140-2. Fiske's Critical Period 222-305. McMaster's larger history I., 390-9; 416-25; 438-53. Baneroff VI., 182; 198-367; 371-460. Curtis' Constitutional History I., 186-195; 256-348; 368-421; 563-640. Dictionary of United States History.

4. The Constitutional Convention:

a. Place of meeting, why chosen? Time appointed and date of organization,—what occasioned the delay? The officers and their fitness; their former relations. Why were the sessions secret? What is meant by committee of the whole and what use was made of it in the convention?

b. How many states organized the convention? How many and what states went into the first secret session? What state was too poor to pay the expenses of her delegate? What state refused to be represented? Why?

c. How many members were elected by the different states? How many attended the convention? How many signed the constitution? How many were college men? Were Washington and Franklin among these? From what state was each of the following chosen:

Washington, Madison, Hamilton, Franklin, Randolph, the two Morris, Patterson, and Ellsworth?

Was Jefferson a member? Why?

d. What is your opinion of the personnel of the convention? What was the extent of the powers of these delegates? Answer clearly.

e. Discuss the "Virginia Plan," giving name of author, date of proposal, nature, and its reception by the convention. Did it fail of adoption? Explain your answer.

f. In like manner, (as above) discuss the "New Jersey Plan."

g. Did these plans produce or develop parties in the convention? Explain your answer. On what occasion did Dr. Franklin call for prayers? Why?

h. Discuss the great compromises of the session, showing that each was what its name implies. Do you believe in compromises? Explain your answer clearly.

i. How was the constitution adopted? When? Could it have been done in any other way? Who was the "Father of the Constitution"? In what sense? What are the "Madison Papers"? Is the constitution an original production or a compilation? Explain your answer.

j. What was the "Federalist"? Who were its authors? Why was it printed? Who was "The Defender of the Constitution"? Why? Who wrote "The Letters of a Federal Farmer"? Give their purport.

k. In ratification, of what importance was the action of New York? Explain the close vote in Massachusetts and Virginia. When was the constitution ratified? When did it become operative? What two states refused to ratify it? Why? When did they enter the Union? How?

1. Did the people or the states ratify the constitution? Were the states sovereign? Is the Union older than the states? Explain your answers fully.

References: Montgomery 218-19 and appendix page XI. McMaster 170-3. Channing 279-286. Hart's Source Book 181-3. Epochs II., 84-90; 90-96; 143. Schouler I., 79-82. McMaster's larger history I., 525-35; 537-540. Bancroft VI., 466-474.

5. The First National Election: When held? Candidates for President and the electoral vote for each. Was there a candidate for Vice-President? Who was chosen to that office and how? How was the vote for these officers cast? How canvassed?

How many members were chosen to each house of congress? When did each organize? Who was the presiding officer of each? Who could vote for a Representative? What was the ratio of representation then? Now? What proportion of the population voted then? Now?

When and by what act was the new government organized? Where? What occasioned the delay from the constitutional date? Have any Presidents since Washington been inaugurated on other than the time set in the constitution? Why?

NOTES

VI. THE SUPREMACY OF THE FEDERALISTS, 1789-1801.

Twelve years of national life in which the Republic extends westward to the Mississippi river and includes 16 states and territories,—less than 1-3 of its present area.

The Administration of George Washington, of Virginia; two terms, 1789-1797.

“First in war, first in peace, and first in the hearts of his countrymen,”—whose words are these and what do they mean?

References: Montgomery 218-38. McMaster 197-204; 206-208. Epochs II., 141-6; 155-7. Channing 279-88; 296. Schouler I., 47-54; 74-130; 170-9. McMaster's larger history I., 525-61. McMaster's larger history II., Chapters I., IX.

1. Governmental affairs:

a. The First Congress (Page 61); when organized; other congresses of this administration; what is a congress and what a session of congress? Discuss the first tariff acts and compare with the tariff now in force. What was the legislation as to the census, naturalization, and money?

b. First chief executive (page 61); biography; the first cabinet and its great secretaries, compare in the number of departments, with present cabinet; relation of Washington to parties; his proclamation of neutrality; the policy therein expressed compared with the one governing us now; his “Farewell Address” and what it said about union, education, and foreign alliances; when and under what circumstances was it delivered?

c. What department of the national government did the President and Congress together organize? To that end what did each do? Who was the first Chief Justice? How many associate justices were appointed then? The chief justice and the number of associate justices now. What was the Judiciary Act? What cabinet office did it create? Give his relation to the President.

d. What amendments to the constitution were made during Washington's administration? How? Give the occasion and substance of the same. What was the “Bill of Rights”? Why so-called? Was any further amendment proposed? What new states were admitted to the union? When? Classify them as to slavery.

2. Financial Affairs:

a. Our domestic, foreign and state debts, with their sources and amounts. Hamilton's report and what it proposed; reasons

for assumption of state debts; action of congress on the report and how "log-rolling" affected the same; funding the debt and provisions to pay the same by means of a protective tariff. Clearly explain that and distinguish between it and a tariff for revenue only.

b. The National bank and conflicting views thereon; provisions of its charter and results of the measure. The first mint and Jefferson's decimal system of money; what was its basis? 15 to 1,—explain clearly and tell why the ratio was changed to 16 to 1; what is the present ratio? Cause and significance of the "Whisky Insurrection."

3. Industrial Affairs:

a. The culture and manufacture of cotton. Whitney's Cotton Gin described; give its history, associating it with African slavery and tell what other results followed its invention; was it profitable to Whitney? Answer fully.

b. The Pennsylvania abolition societies and the right of petition; congressional debates and the first great decision of congress as to slavery; the first fugitive slave law and its results.

4. International affairs:

a. With France; treaty of 1778 and our obligations thereunder (page 33); treaty of Paris and our treatment of France (page 35); the French Revolution and our neutrality in her war with England; was it honorable? Explain your answer (page 69). The Genet episode and Washington's action,—was it wise? Why? Do you favor, at the present time, an Anglo-Saxon or other foreign alliance for the United States? Why?

b. With England; provisions of the treaty of 1783 which had not been met; the French war and the impressment of American sailors; Jay's treaty, its occasion, terms the opposition with which it was received, and its modification and ratification.

c. With Spain and Algiers; tell what occurred and whether our course was honorable.

5. Political affairs:

a. Federalists and anti-Federalists in the adoption and ratification of the constitution; parties in congress and in the cabinet; formation of the Federal and Republican parties, with Hamilton and Jefferson as leaders; "monocrats and mobocrats"; "democrats".

b. Democratic-Republican and Federalist parties and their attitude to "broad" and "strict construction," "implied" and "ex-

pressed powers;" explain fully each of the foregoing terms. What is the "elastic clause" in the constitution, and why was it so-called? The issues, candidates and results of the election of 1796. Why was Washington not a candidate?

6. Important events. Memorize the bold faced type:

- 1789. First Congress, March 4.**
- 1789. First tariff act, July 4.
- 1789. Cabinet organized; four members.
- 1789. Judicial System organized.
- 1790. Hamilton's report on finances.**
- 1790. Washington, D. C., the Capital (1800).**
- 1791. First U. S. Bank chartered.
- 1792. Bill of Rights.**
- 1792. U. S. Mint.
- 1792. Political parties organized.
- 1793. Invention of the Cotton Gin.**
- 1794. Wayne's victory over the Indians.
- 1794. Whiskey Insurrection.
- 1795. Jay's treaty.**
- 1796. Farewell address.

2. ADMINISTRATION OF JOHN ADAMS, OF MASSACHUSETTS; ONE TERM, 1797—1801.

"Millions for defense, but not one cent for tribute,"—whose words are these and under what circumstances were they uttered?

References: Montgomery 238-9. McMaster 210-11; 213-14. Channing 303-12. Schouler I., 333-39; 358-59; 385-97. Epochs II., 164-71. McMaster's larger history II., 256-9; 287-8; 319-21; 344; 370; 374; 384-86; 527-8.

1. International affairs:

Review the Genet episode; discuss the services of James Monroe as our minister to France, and tell what led to his recall; how was C. C. Pinckney received by the French and why? What were the "X" "Y" "Z" papers and why so called? Demand for a bribe and the response; the new navy and other preparations for war; naval battles and the work of privateers; was war declared? Which country sought peace? What were the "French spoliation claims?" How did our war with France affect the Federalist party?

References: Montgomery 222; Appendix XVII., (foot-note); 243-4. McMaster 211; 213. Channing 314. Epochs II., 146; 174. Schouler I., 288-89; 415-16; 450; 501-2; 504. Schouler II., 140-41. McMaster's larger history II., 182-5; 388; 474; 532-3. Biog. of Marshall in McMaster's larger history II., 344; 370-76; 403-4; 453; 490; McMaster's larger history III., 76; 79; 85; 86-87.

2. Governmental affairs:

a. What amendment to the constitution was added during this administration? What caused it? Give its purport? Has it been the means of any dishonor? Explain.

b. What executive department was created at this time? Why?

c. Explain the Judiciary Act, and tell what was meant by the term "Midnight Judges." Give a brief biography of John Marshall; show his fitness for the high office to which he was appointed; state the constitutional theory which his decisions favored; and give the results of his administration.

References: Montgomery 240-2. McMaster 211-13. Channing 306-10. Epochs II., 168-71. Schouler I., 404-7; 408-13; 461-2; 434-36. McMaster's larger history II., 389-403; 419-22; 422-27.

3. Political affairs:

a. Terms of the new naturalization act and what occasioned it.

b. The terms, duration, and purpose of the Alien Act; give its effect on foreigners, on Americans, and on the Federalist party; was it ever enforced? Was it constitutional?

c. The terms, duration and purpose of the Sedition Act; three offenses and the punishment prescribed for each; effect on trial by jury, on Americans, and on the Federalist party; state the case of Matthew Lyon or J. T. Callender and give results; was this act constitutional? Explain your answer.

d. Who prepared the "Kentucky Resolutions?" What called them forth? By what body were they adopted? Give their author's opinion of the Alien and Sedition Acts. What doctrine did these resolutions announce? Why did the same body of men pass a second set of resolutions to the same end? What "remedy" was suggested? What declaration of loyalty was made? Why?

e. Discuss the "Virginia Resolutions" as above. What appeal was made to the other states? What reply did these states make?

References: Channing 312-13. Epochs II., 171-3; 173-4. Schouler I., 472-75; 492-95; 499-500. McMaster's larger history II., 491-508; 510; 515; 516-22; 523-26.

f. The election of 1800: Adams and Jefferson and what each represented; the candidacy of Aaron Burr and how it affected the result in New York and in the Nation. State clearly how the election was decided, giving method, strength of can-

didates, length of the contest, action of Hamilton, and the general results.

4. Name three leaders of the Federalist party, 1798-1800. Was Washington one of them? What great things did the Federalists do? Summarize the events which led to their defeat.

5. Important events. Fill the blanks and memorize the bold faced type.

1797-99. The French difficulty and war.

1798. _____ amendment.

1798. Creation of _____ department.

1798. **Alien and Sedition acts.**

1798. _____ **Resolutions.**

Death of Washington.

Seat of Government at Washington, D. C.

1800. _____ cedes Louisiana to France.

1801. John Marshall appointed _____.

NOTES



VII. TERRITORIAL GROWTH.

VII. TERRITORIAL GROWTH.

1. Boundaries by the Treaty of Paris (page 35), associate national territorial growth with our first Constitution (page 33), Northwest Territory and Ordinance (page 58.)

References: Montgomery 130-133 (map). McMaster 62-65; 75-7; 79-80. Channing 43-46; 58-9; 133-4. Epochs I., 35-6; 44; 50; 125; 196; 248. Fiske's Discovery of America II., 531-7. Bancroft II., 159-74; 187-89; 224-6; 227-32. Bancroft III., 75.

2. Louisiana:

1. a. By whom explored? When? Who were its first claimants? How did it receive its name?

b. Who were Iberville and Crozat, and what had each to do with its settlement? What were its limits at the beginning of the 18th century?

c. Give the history of John Law's "Mississippi Bubble," and tell what resulted from it.

d. Who was Bienville and when and where did he settle Louisiana?

References: Montgomery 142-3; 247-8. McMaster 90-91; 218. Channing 134-5; 337-8. Epochs II., 37; 185-6. Schouler II., 40-47. Bancroft III., 75. McMaster's History of People II., 620-22.

2). How did the French and Indian War affect its ownership? How did France secure it a second time? Concerning it, what plans had Bonaparte and how were they thwarted? What was Jefferson's opinion of French ownership of Louisiana? Under what circumstances would he draw the sword and "throw away the scabbard?"

References: Montgomery 248-9. McMaster 218. Channing 339. Epochs II., 186. Schouler II., 47-51. McMaster's History of People, etc., II., 623-6.

3. Who was our Minister to France in 1803? Who was sent to purchase French territory from Bonaparte? How much was to be offered for the same? What prepared Napoleon for the coming of our ambassador? Did the Emperor await his coming? Give the circumstances of the sale of Louisiana and its terms? Was it a good bargain? Why?

References: Montgomery 249. McMaster 219. Channing 339-40. Epochs II., 187-8. Schouler II., 52-57. McMaster's History of People, etc., II., 627-31. McMaster's History, etc., III., 1-19.

4. a. What did the treaty settle as to boundaries, navigation of the Mississippi and the inhabitants of the territory? Give its boundaries as finally agreed upon and locate them on the map page 84. Name the states and territories included.

b. Why did the Federalists oppose the ratification of the treaty? Were they consistent? Was Jefferson consistent in what he said and did? Was he right? Explain your answers.

c. What did Napoleon say about England's pride? Was it true? Explain your answer. What did Livingston say? Why?

References: Montgomery 250. Epochs II., 188-9. Schouler II., 347-8. McMaster's History of People, etc., III., 42-46; 375-78.

5. a. What plot followed annexation? Who was Josiah Quincy and what doctrine did he advocate? Who were the first secessionists? Who the last?

b. Give four results of the acquisition of Louisiana?

References: Montgomery 13; 14. Montgomery 228-9; (map); 346. McMaster 219-20. Channing 449-50. Epochs II., 233-4. Epochs IV., 147-8. Schouler I., 197. Schouler II., 148; 231. McMaster's History of People, etc., II., 633-5.

3. Oregon:

a. Early boundaries. Spanish and English claims given and justified. Was Oregon a part of the Louisiana territory? Have the maps ever shown it to be such?

b. What American captain was first to sail around the world? When? Describe his voyage. What river did he discover? Locate it on map page 84. When did he make the discovery? What name did he give it and why? Describe his attempts to ascend the river and give the results of his explorations.

References: Montgomery 251-2. McMaster 219-20; 221. Epochs II., 233. Schouler II., 148; 298. McMaster's History of the People, etc., III., 141-5.

c. Who authorized the expedition of Lewis and Clark? Where and when did they start? Locate on map, page 84. How long were they gone? Describe their wanderings and tell how far they traveled? Locate journey on map, page 84. What resulted from their explorations?

d. Who was Zebulon Pike and what did he do? Was he in Oregon? Locate his explorations on map, page 84. What mountain did he discover? Locate it on map, page 84.

References: Montgomery 277-8; 346. McMaster 220-21; 261. Channing 450. Epochs II., 233-4. Epochs IV., 147-8. Schouler III., 508. McMaster's History of People, etc., III., 542. McMaster's History of People, etc., IV., 470-73.

e. When and under what circumstances was Oregon settled? Locate settlement on map, page 84, and tell why it was called Astoria. At your leisure read Irving's "Astoria." How and why was the name of the colony changed to Fort George? How did the Treaty of Ghent affect the settlement and territory?

References: Montgomery 318-19; 346-7. McMaster 261-2; 322-4; 325-6. Channing 381; 449-51. Epochs III., 147-8. Schouler IV., 504-14. McMaster's History of People, etc., IV., 473-4.

f. Did the purchase of Florida in any way affect our title to Oregon? Explain fully. Tell clearly what was meant by "joint-occupation," when did it begin, how long did it last, in what year and how did it terminate? Who was Marcus Whitman? Tell what he did to secure Oregon for the United States. When?

g. What is the present northern boundary of what was Oregon? What was the meaning of "54° 40' or fight"? (See map, page 84). Explain fully telling why we did not "fight." What states or parts of states did Oregon include? Locate on map, page 84.

h. From what you have read, make a list of dates and events which gave us our title to Oregon, and memorize the same.

References: Montgomery 12-14; 16-17; 142. McMaster 17; 91; 110; 151-2. Channing 38-9; 35-7; 45-7. Epochs II., 37; 96; 185. Schouler III., 31; 80; 95.

4. Florida:

a. Discovery, settlement and the struggle between France and Spain for its possession. Which country owned it for 200 years? What had Cuba to do with the ownership of Florida (1762)? What were its boundaries in 1763? Locate on map, page 84. How did the American Revolution affect its ownership?

References: Montgomery 283. McMaster 260-67. Channing 229; 375-77. Epochs II., 233-4. Schouler III., 130-33; 175-7. McMaster's History of People, etc., III., 441-50.

b. What American general invaded Florida in time of peace with the nation possessing it? When? Why? Answer fully. Did the government of the United States approve of his act? Answer fully. What resulted from the invasion?

References: Montgomery 283-4. McMaster 261. Channing 377. Epochs II., 234. Schouler III., 95-97; 130-33; 176-7. McMaster's History of people, etc., III., 210-15; McMaster's History of People, etc., IV., 474-483.

c. Give the date and terms of the treaty by which Florida was sold to the United States. What was done as to Oregon and Texas, at that time?

d. What states, or parts of states, did Florida include?

References: Montgomery 13; 142-43 (map); 208 (map); 283 (map).
McMaster 91 (map); 150-51 (map); 247 (map); 261-2 (map); 320-1.
Channing 376-7; 377-8. Epochs III., 141-3. Schouler III., 95-6; 176-8.

5. Texas:

a. What two nations claimed it in the sixteenth century? Upon what did each base its claim? Of what territory was it a part in 1763? 1783. (See map, page 84.) When and why did the United States renounce all claim to it? What other North American government gained control of it in 1821? How? Answer fully.

References: Montgomery 292-3. McMaster 320-1. Channing 445.
Epochs III., 100; 130-31; 141-3. Schouler IV., 247-8; 251-4; 255-7.

b. What was the attitude of the people of the United States to Texas? Why? Who were Moses and Stephen F. Austin and what did they do to Americanize Texas? What led to the Texan rebellion? Was slavery a cause? Explain. What defeats were suffered by the Texans, what victory won their independence. Locate these places on map, page 84. Who was Sam Houston and what did he do for the Texans? To what office in the "Lone Star Republic" was he chosen?

References: Montgomery 339-41. McMaster 324-6. Channing 446.
Epochs III., 143-4; 145-7. Schouler IV., 247-257; 440-51; 457-9; 465; 470-80.

c. What class of Americans desired the annexation of Texas? Why? What was the attitude of Houston and the other members of the Texan government? Illustrate.

d. What class of Americans opposed it and why? Give the position taken by each of the following:

Tyler ("the apostate"), Webster, Clay, Calhoun, Benton, Adams, and Douglas.

e. Who were each of the above and in what department of our government did they become famous? Which advocated secession, if annexation prevailed? What reply was made to the threat? Give the effect of such speech. How did annexation affect Henry Clay? Explain his action.

f. Associate Texas and Oregon.

References: Montgomery 341-2; 518. McMaster 325-6; 473-4; 481-2.
Channing 446-7. Epochs III., 144-5; 146-7. Schouler IV., 481-6; 487-8; 518-26.

g. Explain fully the manner by which Texas came into the Union. Could it have been annexed any other way? Compare

with the annexation of Hawaii. What did the friends of annexation hope to do with Texas? How and why were they disappointed? Was the annexation of Texas the cause of the Mexican War? Answer fully.

References: Montgomery 348-9; 349-53. McMaster 326-7; 327-8. Channing 447-9. Epochs III., 142; 149; 150-52. Schouler IV., 521-34.

6. The Mexican Cessions:

a. The Texan boundary dispute, with the claims of both countries and the basis of the same. Locate on map, page 84.

b. The Mexican War, stating how and when it began; naming five American victories (locating each on map, page 84), two future Presidents of the United States, a President of the attempted Southern republic, and several military men of celebrity in the Civil War,—all of whom served in the American army; telling how it ended; and stating whether it can be justified or condemned and why.

References: Montgomery 352-4. McMaster 329; 331-3. Channing 448. Epochs III., 152; 191. Schouler IV., 528-35.

c. What and where was "The Great American Desert?" Locate on map, page 84. Associate it with John C. Fremont and prove his right to the title, "Pathfinder." What Mexican province did he conquer? Describe the conquest and also that of another Mexican province. What was the "Bear State Republic"? Explain fully.

References: Montgomery 354. McMaster 333-4. Channing 448. Epochs III., 152-3; 188-9. Schouler V., 87-91; 296.

d. Give the date and terms of the Treaty of Gaudaloupe Hidaego. Name the states and territories ceded. Locate the First Mexican cession on the map, page 84.

e. Give the occasion, date, and terms of the Gadsden Purchase. What territory was bought? Locate it on map, page 84.

References: Montgomery 355-6. McMaster 329; 336. Channing 455. Epochs III., 153-4; 155. Schouler V., 66-70; 95-99; 116-118.

f. What was the occasion, who was the author and what were the provisions of the Wilmot Proviso? Did it fail? Explain your answer.

References: Dictionary of United States History. Montgomery 10; 345-6. McMaster 322; 324; 326. Blaine's Twenty Years II., 339-40. Channing 449-51. Epochs III., 147-8. Fiske's Discovery of America II., 549-552.

7. Alaska:

a. Who was Vitus Bering and what did he do to extend the authority of Russia? When? What evidence of his labors does the map of North America furnish? Locate on map, page 84, What industry did the Russians establish in America? What was the extent of Russian America? Locate on map, page 84, and associate it with the Oregon question.

References: Blaine's *Twenty Years* II., 333-4; 336-7. Montgomery 478-9. McMaster 451. Channing 568. Epochs III., 272.

b. Discuss the relationship of Russia to America, prior to 1867. Illustrate. Which desired to bring about the transfer of Russian America, and which did not? Fully explain why. Why did the United States buy it? Who acted for our government and why? Give the date and terms of the treaty by which it was purchased.

c. What new name was given it? What terms of ridicule were applied to it? Discuss its extent and resources, showing the injustice of such. In the light of recent discoveries, was the purchase wise? Answer fully. Is the Klondike region in Alaska? Locate it on map, page 84.

d. Fully discuss the treaty of 1846, and tell whether we should have demanded 54° 40' as the northern boundary of Oregon.

References: Dictionary of the United States History. Montgomery 518. McMaster 473-4; 481-82. Channing 602. Andrew's *Last Quarter Century* II., 311-16.

8. Hawaiian, or Sandwich Islands:

a. Position, number and importance of the group; early history and conversion of the natives; settlers from the United States and the industries established; form of government and character of the natives; early treaties with the United States.

b. The causes and results of the Revolution of 1893;—why did President Cleveland oppose annexation? Answer fully.

c. How did the Spanish-American War affect annexation? Explain fully. Give the date and method of annexation. Compare with Texas, page 104. Justify or condemn the addition of these islands to United States territory.

References: Montgomery 529-30. Epochs I., 47-8. Fiske's *Discovery of America* II., 554-569. Bancroft I., 88. Bancroft II., 338-341.

9. The Spanish Islands:

a. State the Spanish colonial policy. How many and what colonies in America has Spain lost since 1670? Give the causes and circumstances of each loss.

References: Montgomery 381; 530-31. McMaster 361. Channing 590. Dictionary of United States History (topic Cuba); Andrew's Last Quarter Century I., 47-8. Andrew's Last Quarter Century II., 310. Schouler V., 214-220.

b. Locate and describe Cuba, mentioning its sources of wealth and the importance of its position. What have American statesmen said about its possible annexation to the United States? Has there ever been any attempt to add it to our territory? Answer fully.

c. What is a "filibustering expedition"? Associate with the Cuban question, describing the "Virginius Affair." Show the interest of foreign powers in Cuban affairs. What was the "Ostend Manifesto"? Answer fully, giving dates as well as facts.

References: Montgomery 531-37. McMaster 476-7; 477-81. Channing 590-601. Dictionary of United States History (Spanish-American War, Manila, and Santiago.)

d. Discuss Spain's misgovernment of Cuba showing its results in 1867 and 1894. What was the action of President Grant in Cuban affairs, and what resulted from the same?

e. Show that Spain's treatment of the Cubans was the cause of the Spanish-American War. Discuss the disaster to the Battleship, Maine, in its relation to the war.

f. Give the substance of the congressional resolutions of April 19, 1898, and state fully the results of their passage. What is suggested by the date? What was the opinion of the people of the United States as to Cuba? Which nation took the initiative in the war? Answer fully.

g. Describe one land and two naval battles in this war. Who are the following and what did each do in the war:

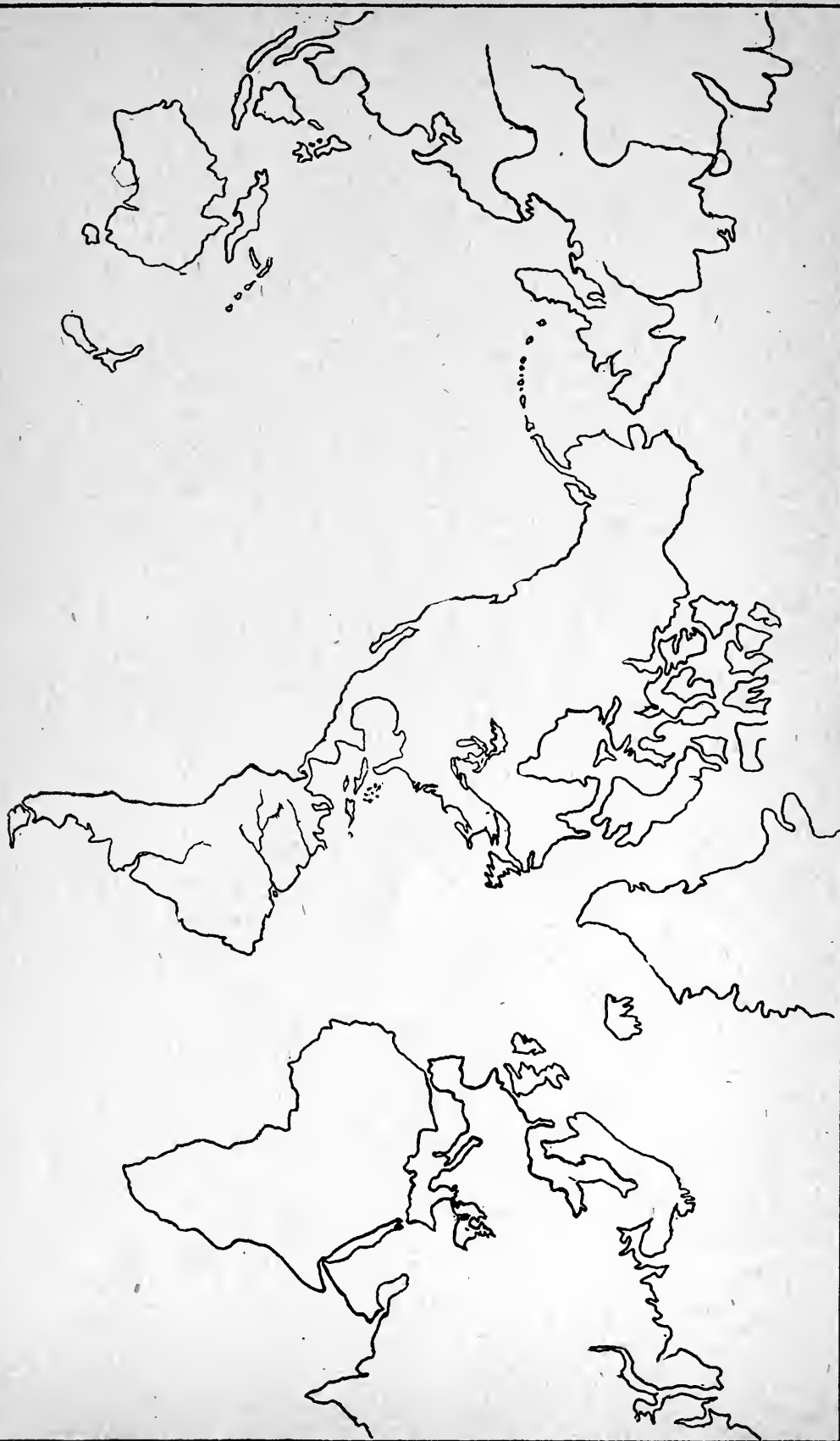
Dewey, Shafter, Miles, Samson, Hobson, Otis, Schley, Merritt, and Roosevelt?

h. How did the war end? Give the date and terms of the preliminary treaty, or protocol, and of the Treaty of Paris that followed. How and why did they differ. Locate the Hawaiian Islands, and the Spanish Islands obtained by the War with Spain on the map, page 93.

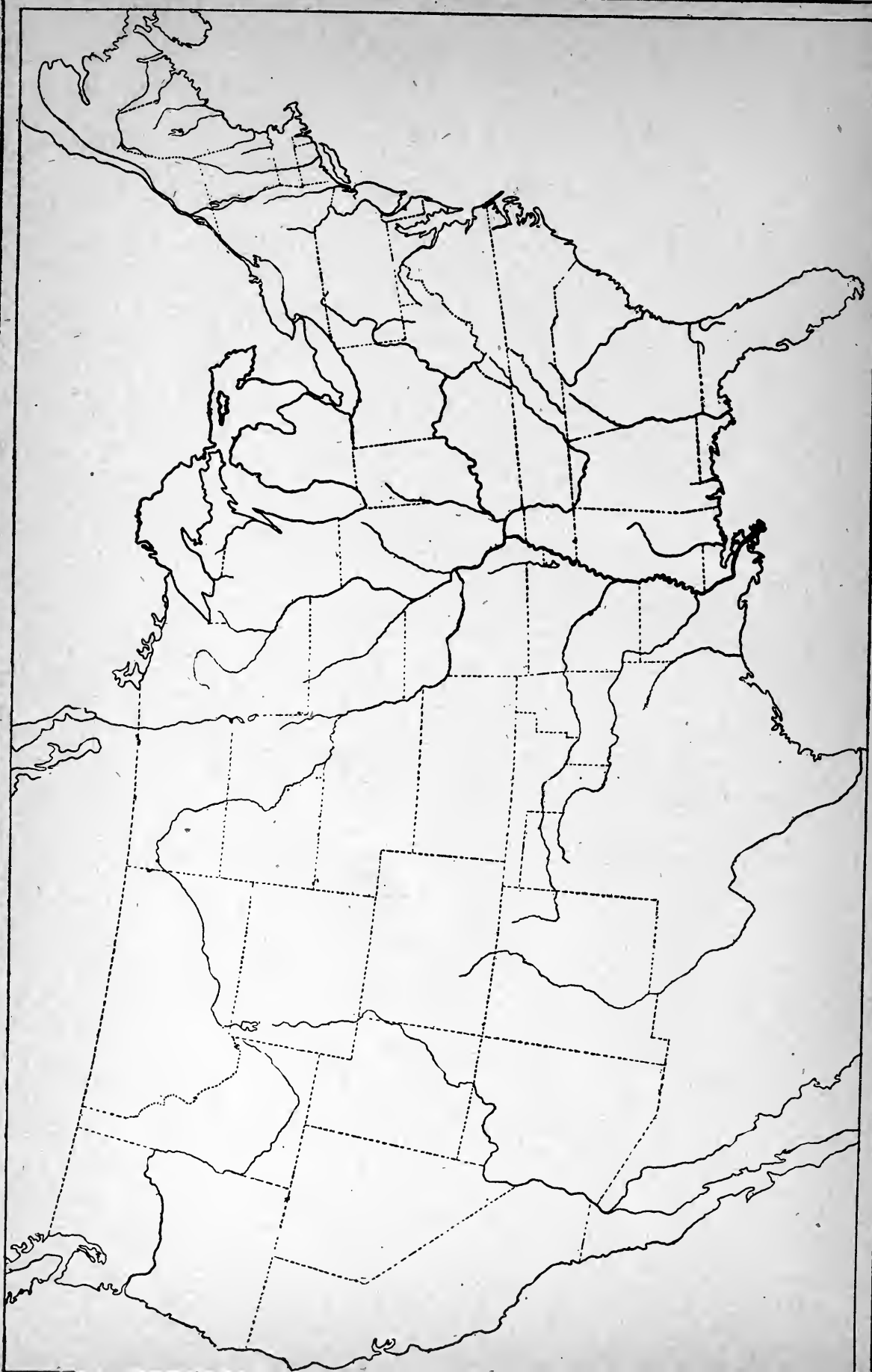
i. Did we buy the Philippines? How are we paying the war debt? Was the war justifiable? Should the United States have colonies? Answer fully.

10. Fill the following outline on Territorial acquisitions and memorize so that you can reproduce the same:

NAME	Date	METHOD		TERRITORY ADDED
		PURCHASE	OTHER MEANS	
1. West of the Alleghanies		\$		
2. Louisiana				
3. Oregon				
4. Florida				
5. Texas				
6. The first Mexican Cession				
7. The Gadsden Purchase				
8. Alaska				
9. Hawaiian Islands				
10. Spanish Islands				



NOTES



VIII. SLAVERY

References: Montgomery 14; 19-20; 94. Channing 39; 47-48. Epochs I., 17; 34; 137; 239-41. Fiske's Discovery I.; 121. Fiske's Discovery II., 418; 432; 434-5; 449-50; 454-8; 473; 475-490. Fiske's Virginia II., 277. Bancroft I., 25; 123; 124.

1. Slavery prior to 1619:

a. Show that negroes were not the first slaves in America. Associate Columbus with the slave-trade. Who was Las Casas and what did he do to free an enslaved race? Was negro slavery practiced in the Spanish colonies of America? Answer fully.

References: Montgomery 35. Epochs I., 223. Bancroft I., 122; 513. Any Encyclopaedia (Topics Africa; Religion, Social condition, and Exploration; Congo Free State; Boers).

2. Slavery in Africa:

a. What is the place of nativity of the negro? What was his condition there in the 17th century? Have other than white men enslaved him? Answer fully.

b. Is slavery practiced in Africa now? What is the Congo Free State?

c. Associate the Boers and slavery, giving reasons for the attitude of the Dutch to the native blacks. Would the negroes of South Africa gain or lose by British ascendancy? Answer fully. Was negro slavery practiced by the Dutch settlers of America? Answer giving particulars.

References: Channing 47-8. Fiske's Discovery of America I., 250; 323. Fiske's Virginia I., 15-18. Bancroft I., 54; 125. Dictionary of United States History.

3. Early slave-trade elsewhere than in North America:

a. Associate Prince Henry of Portugal and Sir John Hawkins with the slave-trade, giving dates, market, and results of the work of each.

References: Montgomery 35-6; 148-9. McMaster 33-4. Channing 67; 140. Epochs I., 74; 81; 98-99. Fiske's Virginia I., 188. Fiske's Virginia II., 177; 190-94. Bancroft I., 155-6. Bancroft II., 77; 209; 271-4; 277-80. Bancroft III., 409-11.

4. Slavery in English America:

a. When and where was negro slavery introduced in the English colonies? Give the incident in full. Was it popular at first? Illustrate.

b. Associate the English Crown with slavery, in colonial times and at present. What was the Assiento contract (Treaty of Utrecht). Show, by illustration, the magnitude of the early slave-trade.

References: Montgomery 33; 148-50. McMaster 97-98; 105; 195-6. Channing 66-7; 141-3. Epochs I., 74. Fiske's Virginia II., 181-3; 185-190; 249. Bancroft I., 125-6. Bancroft II., 23. Schouler I., 10-12.

5. "Redemptioners," or "Indentured Servants":

a. Describe fully another form of servitude, practiced in the colonies. Compare the negro slave and the "indentured servant," as to social standing; material advantages, and future prospects. What social class came from these white servants and what great Americans were the products of the same?

References: Montgomery 148-9; 229-30. McMaster 185-7; 195-6. Channing 140-142; 325-6. Epochs I., 58-9; 98-9; 138-9. Epochs II., 236-7. Fiske's Virginia II., 195-9; 264; 279; 326-331. Bancroft I., 274-5; 293-4; 430; 444. Schouler I., 4-6. Schouler II., 264-70. Fiske's Critical Period 93.

6. The spread of negro slavery:

a. Describe the spread of slavery throughout New England, and compare its practice with that of the southern colonies: What were manumissions; how were sales of slaves conducted; and what was done with fugitives in both regions? Fully show whether the negro patiently submitted to his master, North and South. Why did slavery fail in the former and increase in the latter? In answering, discuss the moral and material aspects of the question, describe the Cotton Gin and show how it affected slavery. How extensive was slavery in 1783?

b. Does "Uncle Tom's Cabin" show the differences between the slave's condition in the two sections? Answer and illustrate. When was this book written? How did it affect slavery? Why?

References: Montgomery 215-16. McMaster 167-8. Channing 261-2. Epochs II., 121-35. Schouler I., 46. Fiske's Critical Period 256-62; 262-67. Bancroft VI., 261-66.

7. Slavery in the Constitutional Convention:

a. Discuss two of the great compromises of the convention of 1787, and show the importance of the question of slavery. Was political freedom (representative government) in the United States, based on slavery? Answer fully. Show from one of these compromises that the commercial importance of slavery outweighed its immorality.

b. What would have resulted if the opponents of slavery had refused to "compromise"? Does either of the words, "slave" or "slavery", occur in the constitution? If so, where and why?

References: Montgomery 36; 119; 149; 226-7; 311; 324-6; 331-2. McMaster 185; 319. Channing 140-1; 291-2; 425-6. Epochs II., 98; 108; 113-15; 151. Bancroft I., 572-73. Bancroft V., 412-13. Bancroft VI., 260-1. Schouler I., 6; 63 (note); 157; 158 (foot note); 159; 160-3; 287-8. Fiske's Critical Period 72-76.

8. Opposition to Slavery:

a. What great men of Revolutionary times were opposed to slavery? Give their views. Describe the rise and progress of abolition sentiment among the Quakers. How did they provide for the freedom of their slaves? What celebrated American was President of their anti-slavery society? What did the society accomplish? Associate it with the right of petition and with John Quincy Adams, giving dates and incidents in full.

b. Discuss the anti-slavery movement in other northern states.

c. Review the Ordinances of 1784 and 1787 and note their bearing on slavery, page 58.

References: Montgomery 237; 286; 121. McMaster 243-6; 274-5. Channing 250; 327-8; 337-40; 381-2. Epochs II., 138; 151; 236. Fiske's Critical Period 72-5. Schouler I., 157-158; 164-5; 330; 471. Schouler II., 48-57; 347-49. Schouler III., 135-8.

9. Free and Slave States 1789-1819:

a. Name the free states in 1790. Name the slave states. What was "Mason and Dixon's Line," in 1767? Later? Locate the thirteen original states on the map, page 110, by brightening the boundaries.

b. Name the first four states admitted to the Union, giving dates and source of territory; and classify each as to slavery. Locate each on the map, page 110, and put on it the date of admission.

c. Review the purchase of Louisiana and note what was said about its constitutionality; also the secession plot of the Federalists, (page 86) Name the first state admitted from the same? When? Was it free or slave? Locate on the map, page 110, as in b.

d. Name the next four states to join the Union, give the date, the name of the territory from which each was admitted, and classify each as to slavery. Locate on map as in b and c. Why was the first of the four a free state?

e. Make a list of the free and slave states in 1819 and compare the two groups in numbers, power, prosperity and future promise.

10. The Missouri Question:

References: McCleary's Civil Government 72-73. Wright's Civil Government 267-9. Montgomery 286-8. McMaster 275. Channing 381-3. Epochs II., 238-9. Schouler III., 134; 148-9; 150-55. McMaster's History of the People, etc., IV., 570-4; 576-80.

a. State briefly, but clearly, the manner by which a territory becomes a state, describing an enabling act, and showing the action of congress and of the territory and its people as well.

b. Give reasons why the application of Missouri for admission to the Union was of unusual interest. When was it made Describe fully the action of the session of congress to which it was presented and state why it failed. How did the people receive what congress had done?

References: Montgomery 289. McMaster 275-6. Channing 384. Epochs II., 238-40. Schouler III., 155-161. McMaster's History of the People, etc., IV., 580-8.

c. When and under what circumstances was the application renewed? Why? Associate Missouri and Maine. State both sides of the controversy over the admission of these states, giving constitutional as well as moral and commercial views of the question.

References: Montgomery 289-90. McMaster 276. Epochs II., 238-40. Schouler III., 162-66. McMaster's History of the People, etc., IV., 589-92.

d. Discuss the First Missouri Compromise, showing, by its terms, that it was a "compromise," and giving the action of congress thereon. In contrasting the action of the Senate and House, show which was wiser. Why? Is it usually so? Answer fully.

References: Montgomery 290-91. Channing 384-5. Epochs II., 240-1. Schouler III., 166-71; 178-186. McMaster's History of the People, etc., IV., 593-601.

e. What question did Monroe submit to his cabinet? How did the different members answer it? Of what importance was their answer?

f. Discuss the Second Missouri Compromise, giving the necessity for the same, describing the method by which its enactment was secured, and stating clearly the terms of the same. What resulted?

- g. Associate Henry Clay with these compromises.
- h. Give the opinions of statesmen on the first compromise and the results of its enactment. Suppose there had been no "compromise," what would have resulted? Could a government "exist half-slave and half free"?

References: Montgomery 354-5, McMaster 329; 334-6. Channing 455-8. Epochs III., 153-6; 165-6; 172; 259. Schouler V., 65-69.

II. The Wilmot Proviso:

- a. Name the author. Of what political party was he a member and what was his attitude to slavery?
- b. Review the Mexican War and show the purpose of the advocate of the same (page 89.)
- c. What action of President Polk called forth the Proviso? Answer fully. Give the terms of the Proviso, associate it with the North-west Ordinance, and trace it through the congresses of 1846 and 1847; associate it with Oregon and California territories; compare it with the Missouri Compromise as to the excitement it provoked; state what new political doctrine it brought forth and give its effect on political parties and on slavery. Associate it with the Thirteenth Amendment to the Constitution of the United States.

12...THE COMPROMISE OF 1850.

References: Montgomery 286-90; 357-9; 362-3. McMaster 336-9. Channing 453-4. Epochs III., 160; 162; 167-9; 172. Schouler V., 132-42.

- a. California: Name the states and territories included in the Mexican cession of 1848 (page 89). Which of these was first to apply for admission to the Union? Why? Did the Missouri Compromise apply to it? By its terms would the territory have been slave or free? Answer fully.
- b. Discuss the controversy which followed the application of California for admission as a state, showing that its bitterness endangered the union.

References: Montgomery 291; 363. McMaster 275-6; 339-40. Channing 384-5; 459. Epochs III., 169. Schouler V., 163; 178.

- c. The Compromise Bill; Who was its author? Give a brief biographical sketch and associate him with other congressional measures, justifying his right to the title, "Great Pacificator", or "Peacemaker."

References: Montgomery 364-5; McMaster 340. Channing 459-61. Epochs III., 170; 172; 174. Schouler V., 196-201.

d. Congressional action on the bill; what part in the debate did each of the following take;

Clay, Calhoun, Webster, Seward and Douglas.

Of the above which one was too infirm from age. to read his own speech; which suffered most, and which gained most politically? Why? Who cited a law "higher than the Constitution"? What was that law? Who wrote "Ichabod" and what did it mean."

References: Montgomery 365-8. McMaster 341-3. Channing 461-2. Epochs III., 169-170; 172; 174-5; 178. Schouler V., 178-80; 198-201.

e. The Omnibus Bill; Give in full the three measures it proposed, showing why the bill was so named. Give President Taylor's attitude and action. Contrast him in political matters with President Fillmore, and show whether either was false to the party which elected them. How did the bill become a law? Give several results of its enactment.

f. On the map, page 110, locate the several territorial acquisitions, and study closely the territory affected by the Missouri Compromise and Omnibus Bill.

13. THE KANSAS—NEBRASKA ACT.

References: Montgomery 362-3; 372-6; 377-9. McMaster 339; 341; 347; 351; 355-61. Epochs III., 156; 182-4; 185-7; 199-203. Schouler V., 280-85; 286-92; 316; 320-333; 342-49; 383-6; 391-9; 421-4; 438-40; 448-50; 503. Channing 465-67; 469-71.

a. "Squatter Sovereignty",—associate with Lewis Cass and John C. Calhoun, 1847, stating the doctrine clearly and giving the occasion which brought it forth; quote a portion of the Compromise of 1850 based on "Popular Sovereignty," and name its advocate during the debates on the "Omnibus Bill"; did that measure state the doctrine?

b. Locate on the map, page 110, the "Platte or Nebraska country," and associate it with the Missouri Compromise; give a brief history of the legislation directed by Senator Stephen A. Douglas, toward the organization of this territory under "Popular Sovereignty," giving the terms of the Nebraska Bill, and of the Kansas-Nebraska Act; the substance of the Congressional debates on the bill; the manner in which it was received by the people, North and South; and an analysis of the vote by which it was passed.

c. Give three great results of the enactment of the Kansas-Nebraska Bill.

d. Discuss the struggle for Kansas, including settlement, "Border Ruffians," John Brown, "Free State Men," early elections, the Topeka Constitution, the Civil War, Lecompton Constitution, admission as a state among the topics treated. Explain the expression "Bleeding Kansas." Justify or condemn either or both of the parties to the struggle.

14. FUGITIVE SLAVES AND THE DRED SCOTT CASE.

References; Montgomery 227; 338; 366-7. McMaster 336; 339-42; 346; 353; 355. Channing 292; 462-4. Epochs II., 152; 238. Epochs III., 169; 173; 175-7; 184; 205-208. Schouler I., 237. Schouler IV., 298; 343; 428. Schouler V., 94; 200; 204; 206; 212; 225; 295; 318.

a. Fugitive Slaves and laws applying to same.

1. Act of 1793,—state the terms; give the methods of escape and capture; show a growing sentiment against slavery.

2. Act of 1850,—state the terms; discuss "underground railroad"; personal liberty acts; the cases of Shadrack and Antony Burns.

References: Montgomery 383-84. McMaster 355-7; 359-60; 363. Channing 474-5. Epochs III., 197-8; 203-202; 204-6. Schouler V., 377-81.

b. The Scott case:

1). Give a brief biography of Dred Scott, and make a clear statement of the points in his "case."

2). Give the history of the case in the St. Louis court and the Missouri Supreme Court.

3). Show the national interest in the case and give its history in the Federal circuit court.

4). Give a brief biography of Roger B. Taney, show the divided sentiment in the court, and tell what was decided as to Scott's status as a slave and a citizen; the constitutionality of the Missouri Compromise; rights of slave-holders and slaves when in a free territory; and give the fate of Scott.

c. Give the effects of the decision on the country, on the Democratic party and its nominees in 1860, and discuss it as a cause of the Civil War.

d. When and why the fugitive slave act of 1850 repealed?

15. THE ELECTION OF 1860, AND THE LINCOLN-DOUGLAS DEBATES.

References: Montgomery 389-90; McMaster 357-9. Channing 475-6. Epochs III., 201-2. Schouler V., 409-16.

a. The Lincoln-Douglas debates:

1). Brief biography of each and a comparison in personal appearance, past experience, and moral and intellectual fitness.

2). Name the parties and the issues in 1857-8. Give a brief history of the canvass for senator in Illinois, telling how the joint debate was arranged, and discussing the "House divided" speech of one candidate and the "Freeport doctrine" of the other. What was the result and its effect on each candidate?

References: Montgomery 391-99. McMaster 360-3; 378-82. Channing 493-504. Epochs III., 204-8; 210-12. Schouler V., 462-9; 471-97.

b. The Presidential Election of 1860.

1). The issues clearly stated and reasons for division in the Democratic party shown. The minor parties and what they advocated.

2). The nominating conventions and what was done at each.

3). Give the results of the canvass and tell briefly what followed.

16. SECESSION AND THE FORMATION OF THE CONFEDERATE STATES OF AMERICA.

References: Montgomery 211; 214; 230; 242; 246; 250; 255; 261; 275; 287; 291; 310; 314-165; 363-7; 385; 388-97. Channing 481; 482; 497; 499-503; 563. Epochs II., 170; 188; 216; 240. Epochs III., 46-7; 60; 167; 165; 168; 210-11; 213-15; 221-2; 240; 241-21; 250-2.

From any one of the above authorities, or from all, write a discussion of "Secession, Threatened and Accomplished."

17. THE ABOLITION AND PROHIBITION OF SLAVERY.

References: Montgomery 35-6; 119; 149; 226-7; 311; 314; 324; 326; 331; 355-6; 401-2; 426-29; 470-71. McMaster 185; 312-15; 334-5; 336; 342-3; 352-3; 354-5; 379-81; 394-96. Channing 140-41; 250-51; 291-2; 423-7; 455; 457-9; 464; 478; 501-2; 537-40. Epochs II., 98; 108; 113; 151-2; 236-8. Epochs III., 99-100; 109; 114; 119-21; 121-3; 143-6; 204-9; 120; 227; 259-60.

I. Anti-slavery sentiment and societies:

a. In colonial times; the Virginia planters and the importation of slaves; their views on slavery; the Quaker abolitionists and their remonstrance (1688); the first state to emancipate slaves; what the Quaker's accomplished; Franklin one of the Presidents.

2. In Washington's time; extent of slavery and the increase of anti-slavery sentiment throughout the North; a free North (1788); abolition of foreign and inter-state slave trade (1789); the Fugitive Slave Act of Washington's administration and the abolition petitions which followed; the right of petition challenged. National prohibition of the slave trade 1808.

3. Anti-slavery sentiment and societies in the South; subsequent to the passage of the Missouri Compromise; opinions of Randolph, Taney, and Clay; commercial prosperity obscures the immorality of slavery.

4. The Anti-slavery movement 1831-8; Benjamin Lundy and what he asked; William Lloyd Garrison and what he demanded in the *Liberator*; Slave Insurrection in Virginia (1831); the New England Anti-Slavery societies (1832) and its historic declarations; mobbing of Garrison and others, destruction of anti-slavery publications and interference with the United States mails; the Massachusetts Anti-slavery society and its disloyal declarations; the mottoes in the *Liberator*; efforts of the northern abolitionists to secure the education of negroes and what resulted; slavery petitions to congress and the "gag" resolutions; the right of petition assailed and John Quincy Adams becomes "the Old Man Eloquent" in its defense (1837-44). The Lovejoys and Wendell Phillips and what they did against slavery; how they were received by the people.

5. Slavery in politics; the Wilmot Proviso and the Free Soil Party; "Uncle Tom's Cabin," and Helper's "Impending Crisis" as political factors; the Republican party, with "free men, free soil, Fremont" for its watch-word, 1856; an analysis of the vote cast; topics 117 and 118.

6. Slavery in the courts; topic, 14, page 117.

7. Slavery in Congress:

a. See 1, 2, 3, and 4 of this topic; also the discussion of the Missouri Compromise, the Compromise of 1850, the Wilmot Proviso, and the Kansas-Nebraska Act, this Manual.

b. Slavery and the Civil War; Lincoln's attitude to slavery; resolutions of Congress July 24, 1861; Butler and "Contraband of War"; freedom of slaves used by South in military operations; the emancipation proclamations of Fremont and Hunter and Lincoln's action on the same.

c. Lincoln, the emancipator; review his attitude to slavery; give his scheme for compensated emancipation and tell what came of it; freedom in the District of Columbia; his controversy with Greeley and Thaddeus Stevens; the occasion, date, substance and results of the Monitory or Warning Proclamation; the date, substance and results of the Emancipation Proclamation. Compare the last two. Did either or both abolish slavery?

8. The abolition and prohibition of Slavery; give the history of the enactment of the Thirteenth Amendment to the Constitution of the United States; study it carefully and memorize it; compare it, as to phraseology and purport, with the Northwest ordinance and the Wilmot Proviso; how and when did it become a part of the constitution? Could it have been done any other way? Answer fully after study of some good text on Civil Government.

NOTES

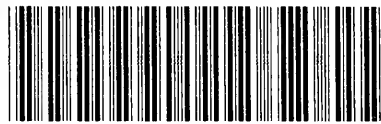
JUL 17 1900

Deacidified using the Bookkeeper process
Neutralizing agent: Magnesium Oxide
Treatment Date: April 2010

Preservation Technologies
A WORLD LEADER IN COLLECTIONS PRESERVATION

111 Thomson Park Drive
Cranberry Township, PA 16066
(724) 779-2111

LIBRARY OF CONGRESS



0 011 529 373 4